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ABSTRACT

This handbook is designed to help counselors take leadership in providing comprehensive career development activities for students in grades 9-12. The guidelines are intended as a tool for counselors to use in working with their colleagues to develop realistic and workable counseling and placement program strategies. A five-phase schema is presented for introducing, implementing, and periodically reviewing the typical phases of lifelong career development: individual assessment, career exploration, career/life planning, career (educational/occupational) preparation, and transition: educational/occupational placement. The checklist format is intended to assist program review and ongoing planning. Each phase is composed of three components. The first component, individual competencies for students, lists what students will be able to do as a result of the implementation of career development programs. The second component, program strategies, is a list of responsibilities of school staff. Space is provided to indicate date/grade implemented and by whom. The third component, suggested activities for students, is a checklist of activities in which students engage to develop the competencies listed. Appendixes include an article on the impact of the Carl Perkins Act on counselors, pertinent sections of the Colorado Accountability and Accreditation Act, and the student outcomes from the Colorado Unified State Plan. (YLB)

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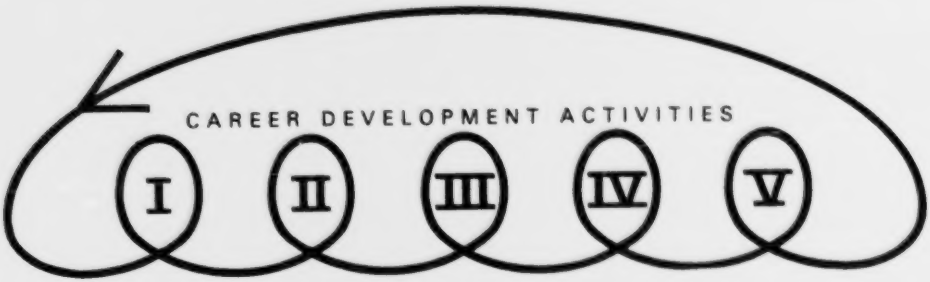
CAREER DEVELOPMENT GUIDELINES

A Handbook for Program Planning and Review

— five phases, focusing on individual student competencies with suggested activities and counselor-team counseling and placement program strategies — for all students 9-12



I. INDIVIDUAL ASSESSMENT
II. CAREER EXPLORATION
III. CAREER/LIFE PLANNING
IV. CAREER (EDUCATIONAL/OCCUPATIONAL) PREPARATION
V. TRANSITION: EDUCATIONAL/OCCUPATIONAL PLACEMENT

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EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER

In 1986, the Colorado State Board for Community Colleges and Occupational Education (now the Colorado Community College and Occupational Education System) organized a task force for the purposes of preparing comprehensive career development guidelines for use statewide.

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Colorado Career Development Guidelines

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FOREWORD

Colorado is one of several states now providing guidelines or standards for guidance programs and the many related career counseling and placement services for all students. The Carl D. Perkins Vocational Education Act of 1984 (P. L. 98-524) has had a profound impact on the role of school counselors and their specialized services (see Appendix A). Accordingly, educators are looking to counselors for expertise and assistance in meeting the intent of the law.

It is the belief of the task force which prepared this handbook that effective career development programs are based on three principles:

1. career development is a critical part of all education;
2. the acquisition of skills and attitudes related to responsible self-management and rational self-direction is the focus of career development;
3. ALL teachers, counselors, and administrators have significant roles in assisting students in their career/life planning.

The focus is on school-based individual student competencies with suggested activities. A five-phase schema is presented for introducing, implementing, and periodically reviewing the typical phases of lifelong career development:

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V. TRANSITION: EDUCATIONAL/OCCUPATIONAL PLACEMENT

This handbook was designed to help counselors take leadership in providing comprehensive career development activities for all students in grades 9 through 12. It is anticipated that the Guidelines will serve as a tool for counselors to use in working with their colleagues to develop realistic and workable counseling and placement program strategies.

INTRODUCTION

COLORADO COUNSELORS are taking leadership roles in meeting the challenge of assisting all students with realistic career/life planning. The five phases, outlined in this handbook, are vital for assuring comprehensive career development programs. These guidelines were prepared by a task force of counselors and career development specialists to assist educators in assessing and expanding career counseling and placement plans.

PURPOSE The goal is to provide practical guidelines for use in developing counseling and placement services and activities for all students. The intent is to provide a flexible and adaptable tool for measuring and meeting local interests and needs, including those of special populations. This handbook will be useful in developing programs that will meet accreditation requirements and desired outcomes at the local level (see Appendix B).

THE RELATIONSHIP OF THE GUIDELINES TO THE UNIFIED STATE PLAN Both the Unified State Plan (see Appendix C) and these guidelines can serve multiple purposes related to planning, program review, and evaluation. Whereas the Unified State Plan is a planning tool and may be viewed as setting forth goals or outcomes that are desirable for comprehensive guidance and counseling programs, the Guidelines are intended to aid in the review of programs and to provide specific suggestions for staff strategies and student activities that support effective career development program implementation. The Guidelines relate specifically to the career development component of guidance programs, while the Plan relates to more general program issues.

ORGANIZATIONAL EXPLANATION AND DEFINITIONS From the outset, the task force worked to develop a concise, usable format for the many components of a developmental career planning schema. Helpful insights came from a perusal of select materials used in various states. After several discussions, five phases came to be regarded as key: assessment, exploration, planning, preparation, and placement. The task force continued to view these as fundamental to the development of meaningful guidelines.

The checklist format in this handbook will assist program review and ongoing planning. Local planning/monitoring teams may add components to the checklist. The checklist may be used as an instrument for needs assessment, for identifying gaps in existing services, and for setting goals. These guidelines are comprised of activities, ranging from individual assessment to the implementation of selected strategies and activities.

The task force focused on three areas as necessary for career development programs. The first component is called "competencies," i.e., what will students be able to do as a result of the implementation of career development programs. The second component was seen as "strategies" which, when implemented, would produce the desired competencies. These strategies are seen as the responsibility of school staff (not limited to counselors). The third component addresses those "activities" in which students engage in order to develop the competencies listed. These competencies drive the guidelines.

BASIC CONSIDERATIONS A handbook of guidelines is not a stand-alone rulebook; it must be used for planning in terms of local interests and needs. Planning takes time and requires administrative support and cooperation from all teachers and counselors. Career development transcends any arbitrary dichotomy between so-called "college prep" and "occupational" education. In terms of overall career/life planning, all students are special, and their special needs must be addressed.

Well developed guidelines and community support will enable counselors, administrators, and teachers to work as teams to implement effective career development programs.

PHASE I. INDIVIDUAL ASSESSMENT.

A. Individual Competencies for Students

- Identifies personal characteristics and needs, including those pertaining to handicaps/disabilities that have implications for career choice.
- Identifies interests and aptitudes (occupational strengths).
- Identifies achievements (academic, avocational and occupational).
- Identifies personal abilities, skills, and attitudes, relating them to the world of work.

B. Program Strategies (staff responsibility)

	DATE or GRADE IMPLEMENTED	BY WHOM
• Plan and organize an assessment program that uses a variety of techniques and tools such as interest inventories, aptitude measures, learning styles questionnaires, interviewing, work samples, achievement tests, student records, etc.		
• Develop an Individual Career Plan (ICP) format.		
• Develop school-wide advisement program.		
• Create system for data recording and use.		

CHECK IF BEING IMPLEMENTED

C. Suggested Activity for Students

- Initiates the development of the ICP by:
  - ☐ participating in advisement activities with counselors, school staff, and community mentors;
  - ☐ completing appropriate interest/aptitude inventories and assessments, and analyzing results for future use;
  - ☐ assembling data from assessment instruments and other achievements (evidence of awards, outstanding performances, excellent papers, club/organization offices, etc.) into a usable portfolio;
  - ☐ recording interests and hobbies, special talents, school accomplishments, and work achievement measures.

PHASE II. CAREER EXPLORATION.

A. Individual Competencies for Students

- Identifies career directions and opportunities in fields of general interest as they relate to life goals.
- Demonstrates knowledge of how to use informational sources regarding occupational options.
- Identifies spin-off occupations.
- Demonstrates use of informational sources regarding occupational options.
- Uses labor market information and placement data.
- Lists educational requirements for occupations of interest.
- States the relationship between continuing education and the achievement of career goals.

B. Program Strategies (staff responsibility)

	DATE or GRADE IMPLEMENTED	BY WHOM
• Establish a career center and maintain current broad-based information and data.		
• Develop shadowing program.		
• Develop opportunities for internships and other cooperative programs.		
• Orient students to information resources.		
• Contact advisory councils for specific suggestions for involvement.		

	DATE or GRADE IMPLEMENTED	BY WHOM
• Develop a system for identification and use of community resources.		
• Explore curriculum areas for possible infusion of career exploration themes, including non-traditional concepts and equity.		
• Develop activities that enable students to match interests and aptitudes.		
• Implement a system for maintaining current information.		
• Develop business/industry – school cooperative endeavors.		

CHECK IF BEING IMPLEMENTED

C. **Suggested Activities for Students**

- Uses Informational Resources to:
  - ☐ - identify occupations that match particular interests and aptitudes;
  - ☐ - research educational and skill requirements for occupations of interest;
  - ☐ - identify costs of education/training and strategies for meeting costs and obtaining training;
  - ☐ - understand economic/personal factors influencing career options;
  - ☐ Expands interest options by reviewing occupations related to the aptitude survey (see IB);
  - ☐ Visits representative potential employers and talks with people working in areas of interest;
  - ☐ Shadows employees and works with mentors;
  - ☐ Participates in internships and/or cooperative programs;
  - ☐ Researches community resources;
  - ☐ Reviews sources of information on future occupational opportunities;
  - ☐ Utilizes local occupationally oriented or career development program advisory committees.

PHASE III. CAREER/LIFE PLANNING

A. Individual Competencies for Students

- Formulates primary career/life goals.
- Identifies avenues to accomplish career/life goals (including apprenticeship training, military, on-the-job training, two- and four-year institutions, vocational schools, etc.).
- Initiates and implements a plan.
- Evaluates plan and projected outcomes, including transferability/adaptability skills.

B. **Program Strategies (staff responsibility)**

	DATE or GRADE IMPLEMENTED	BY WHOM
• Conduct parent workshops and provide other useful information to parents to assist them in helping their students' career/life planning.		
• Organize goal setting activities for implementation in classrooms.		
• Develop system for giving students feedback regarding their plans, including attention to transferability/adaptability skills.		
• Continue advisement process for implementing steps toward meeting goals.		
• Provide assistance to students with course selection related to goals.		
• Inform students of financial resources that can be used to help implement their plans.		
• Provide students with employability skills checklist.		
• Provide students with information about educational opportunities (including military) that relate to their goal(s).		

CHECK IF BEING IMPLEMENTED

C. **Suggested Activities for Students**

- ☐ Participates in goal-setting activities.
- ☐ Obtains feedback on plans from peers, parents, advisors, counselors, business/industry.
- ☐ Updates ICP to contain:
  - ☐ - short and long-term goals;
  - ☐ - steps to be taken to meet goals;
  - ☐ - coursework and funds/resources needed to meet goals;
  - ☐ - employability skills checklist;
  - ☐ - record of extended/eventual career options.

PHASE IV. CAREER (EDUCATIONAL/OCCUPATIONAL) PREPARATION

A. Individual Competencies for Students

(THESE ITEMS ARE IN RELATIONSHIP TO IMPLEMENTING THE INDIVIDUAL'S ESTABLISHED CAREER PLAN)

- Demonstrates competencies in courses related to career goals.
- Obtains information about specific career choices from a variety of sources.
- Gathers information regarding available job options.
- Demonstrates acquisition of work related skills.
- Identifies training/education required to implement career goals.
- Uses placement data to reach career goals.
- Demonstrates knowledge of worker/employer responsibilities and issues.

B. Program Strategies (staff responsibility)

	DATE or GRADE IMPLEMENTED	BY WHOM
• Establish monitoring system to provide "follow-through" related to assisting students in reaching their goals.		
• Assist in securing support services/resources to help students fulfill their plans.		
• Develop job awareness and work related experiences for students.		
• Integrate employability and job search skills into existing instructional program.		
• Encourage student participation in organizations and activities.		
• Continue activities that facilitate development of OCP.		

CHECK IF BEING IMPLEMENTED

C. Suggested Activities for Students
(Tie Back to Interests/Abilities)

- ☐ Uses the ICP to select courses needed to achieve career goals.
- ☐ Investigates, in depth, educational/occupational choices.
- ☐ Obtains work-related on-site experiences (shadowing, cooperative jobs, etc.).
- ☐ Participates in job awareness programs, job search activities, and student organizations.
- ☐ Develops skills in resume writing, application completion, interviewing, and other job seeking skills.
- ☐ Visits Job Service, Job Placement Specialists, etc., to gather information on available job options.

PHASE V. TRANSITION: EDUCATIONAL/OCCUPATIONAL PLACEMENT

A. Individual Competencies for Students

- Meets graduation/transition requirements.
- Acquires employability skills, including entry, retention, and transitional.
- Demonstrates networking skills.
- Evaluates own qualifications for application and entrance requirements.
- Applies for and obtains desired placement.
- Evaluates educational/occupational choice.

B. Program Strategies (staff responsibility)

	DATE or GRADE IMPLEMENTED	BY WHOM
• Develop programs that encourage students to reevaluate ICPs and reassess employability skills.		
• Conduct "exit interviews" with all graduates.		
• Produce forms to help students collect information in Section C.		
• Contact community resources to help students with plan implementation.		
• Follow up with dropouts to provide transition services and assist with plan development.		
• Develop simulation and practice activities to assist students in transition.		

CHECK IF BEING IMPLEMENTED

C. Suggested Activities for Students

- ☐ Reevaluates ICP.
- ☐ Completes employability/transitional skills check lists (self and instructor evaluations, and, if employed, the employer evaluation).
- ☐ Identifies skills that need further development.
- ☐ Reviews job search skills.
- ☐ Confirms career interests using a variety of techniques.
- ☐ Uses occupational/educational placement process.
- ☐ Communicates with people/organizations/associations who can assist in the job seeking process.
- ☐ Practices job seeking techniques in simulated situations.
- ☐ Identifies community organizations, associations, and agencies that are useful in insuring successful placement.
- ☐ Reviews work experience.

APPENDIX A

IMPACT OF "CARL PERKINS ACT" ON COUNSELORS

by Judy Hughey, Missouri LINCletter

The Carl D. Perkins Vocational Education Act (P.L. 98-524) has had a profound impact on the role of counselors and specifically in regard to the services they must provide to the special needs learner.

Vocational and special educators alike now look to counselors for expertise and assistance. Counselors play a vital role in the implementation of P.L. 98-524. The law states that the interests, abilities, and special needs of each handicapped and disadvantaged student will be assessed with respect to successfully completing a vocational education program. The assessment process is to be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs, and using these results to assist in formulating a realistic vocational education plan. Guidance, counseling, and career development activities are to be conducted by professionally trained counselors who are associated with the special services which may include adoption of curriculum, instruction, equipment, and facilities designed to meet the needs identified through the student assessment process. In addition, special needs students enrolled in vocational education programs are to receive counseling services designed to facilitate the transition from school to post-school employment and career opportunities. Activities designed to facilitate transition include pre-employment skills training, placement services, and guidance services.

Title II, Part D of the Carl Perkins Act, focuses on career guidance and counseling programs in comprehensive high schools, vocational schools, and community colleges. The programs are to improve, expand and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential students. According to the Act, the programs are to assist individuals:

1) To organize self-assessment, career planning, career decision making and employability skills;

2) To make the transition from education and training to work;

3) To maintain marketability of current job skills in established occupations;

4) To develop new skills to move away from declining occupational fields and enter new and merging fields in high technology areas and fields experiencing skill shortages;

5) To develop mid-career job search skills and to clarify career goals; and

6) To obtain and use information on financial assistance for post secondary and vocational education and job training.

Career guidance and counseling programs are to encourage the elimination of stereotyping by sex, age, and handicapping condition. In addition, these programs are to be accessible to all segments of the population.

Career guidance and counseling is defined in the Act as those programs (1) which pertain to the body of subject matter and selected techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, national occupational, educational, and labor market needs, trends, and opportunities, and (2) which assist them in making and implementing informed educational and occupational choices.

APPENDIX B

THE ACCREDITATION OF SCHOOL DISTRICTS — 2202-R-1.00

The Colorado State Board of Education in 1985 revised the rules and regulations governing the state's Accountability and Accreditation Act. The purpose for the revision was to provide more direction to local school districts in compliance with this Act. The area of Guidance and Counseling Services was one of those areas of particular interest. As you will note, section 3.13 requires school districts to establish a plan for the delivery of services. As school districts are reviewed by the state, these plans are reviewed under this Act. This Act provides an opportunity for all young people to receive the assistance they need during their school years.

3.13 (8)
Guidance and Counseling Services: Each school district shall provide guidance and counseling services which assist all students in achieving their potential for academic learning, for personal and inter personal effectiveness and development of life skills. The district shall establish a plan for guidance and counseling services which includes objectives, strategies for implementation, and a means by which these services are evaluated as to their effectiveness.

3.13 (9)
Preparation for Postsecondary Education or Employment: Each district shall provide for the periodic assessment of those competencies necessary for successful transition to postsecondary education and/or employment. The first assessment shall occur no later than during the ninth grade.

3.13 (9) (a)
Each district shall have a plan for providing services to assist students in making the transition to occupational and/or educational pursuits.

3.13 (9) (b)
Services shall include assistance in developing those skills and competencies which have been systematically identified as having value in transition from high school into employment and additional education, e.g., interviewing for a job, performing basic calculations, reading for details, speaking distinctly, cooperating in team efforts, maintaining punctuality, managing time effectively, organizing and interpreting information.

APPENDIX C

For immediate reference, The "Student Outcomes" outlined in the *Unified State Plan for Guidance, Counseling, and Placement in Colorado* are provided here:

1. Understand the interrelatedness of personal responsibility, regular school attendance, good work and study habits, and career/life planning.
2. Recognize the relationship between the development of personal life style and environmental influences.
3. Identify abilities, analyze achievements and explore interests while developing positive attitudes and values toward career/life planning and the world of work.
4. Investigate career/vocational interest areas and consider preferred as well as alternate choices.
5. Discuss with a counselor their aspirations, personal problems, concerns, and future plans.
6. Learn decision making and problem solving strategies which contribute to personal growth, adaptability, and continuous learning.
7. Learn about individual differences and the skills necessary to live in a changing society.
8. Develop skills for communicating with others.
9. Learn conflict resolution and negotiation skills.
10. Understand the roles of various business, community, and government agencies and learn how to use their services.
11. Implement decisions by learning how to complete necessary forms and procedures.
12. Set both short and long range goals which relate to life styles, employment, placement and develop plans for reaching them.

[The K-6 and 7-12 sections of the Plan are available from the Colorado Department of Education, 201 East Colfax, Denver, CO 80203; the Postsecondary section is available from the Colorado Community College and Occupational Education System, 1391 N. Speer Blvd., 6th Floor, Denver, CO 80204.]

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Colorado Community College and Occupational Education System, March 1987